

## The freshmen's attitudes toward using videos in reading class

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### ARTICLE INFO

DOI:10.46223/HCMCOUJS.  
soci.en.13.2.2284.2023

Received: May 10<sup>th</sup>, 2022

Revised: June 13<sup>th</sup>, 2023

Accepted: June 15<sup>th</sup>, 2023

*Keywords:*

reading performance; the  
learners' improvement; video  
clips

### ABSTRACT

Implementing video clips to enhance university students' reading skills has been popular in Vietnam. This study aimed to explore the effects of employing video clips in reading improvement of English-majored freshmen from their perspectives. What is crucial here is whether applying video clips to teaching can boost the learners' reading performance or not, as well as how profound their upgrade in reading is. For this study, the quantitative approach, as well as accumulating data, were applied to investigate the students' perceptions regarding the cons that occurred when applying video clips to the development of their reading skills. To collect data for the study, fifty first-year English majors took part in the online questionnaire regarding their reading performance after the reading period through video clip assistance. The findings reflect that the majority of the students had a positive attitude toward utilizing videos in acquiring reading skills. As a result, with the implementation of videos in reading classes, students were motivated to engage in reading activities. Additionally, teachers are encouraged to make use of online video sources to increase the student's motivation and engagement in acquiring reading skills.

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### 1. Introduction

A generation ago, reading skills could be interpreted as the most basic as well as a fundamental skill in learning a language (Schunk, 2003). In terms of students' perspectives, they want to boost not only reading comprehension but also enhance the need for reading for communication. According to Swalander and Taube (2007, p. 212), "A competent reading ability is the primary key to make out in the educational setting." thus the teachers are into conducting feasible research so as to help the learners make full use of useful methods to master the learners' reading skill.

Despite the complicated aspects regarding rote memorization and retention of materials in reading, teachers still make an effort to combine a vast range of practical methods in teaching reading skills. Apart from that, reading comprehension is crucial for university students since this skill can help them expand their repertoire of information and knowledge. Therefore, finding an efficient approach that facilitates learners' learning and helps them comprehend better seems to be quite necessary (Jalilifar, 2010).

As a matter of fact, effective reading needs an overwhelming strategy to enthuse the learners' imagination, which they can apply in comprehending a text or getting through the reading tasks effectively. Nevertheless, getting a skillful reading skill requires an arduous practicing

process because of difficulties such as unfamiliar vocabulary, various situations or complex reading tasks, and so on. In that case, the teacher should be the pioneer in order to instruct the students to learn reading skills more proficiently by installing usable methods for making reading little by little. Besides, teachers can have effective roles in introducing new strategies to the students in facing their difficulties.

One of the feasible methods is applying video clips in teaching and learning reading skills, as Gentry (2008) affirms that video clips suit young learners' characteristics, and they can be utilized for educational purposes. The teachers can boost the reading skills of 60 freshmen at the university in a 2-month reading course. By conducting this method, the teacher may lessen the burden as well as anxiety in reading activities. In other words, the students have access to the chance to absorb both vocabulary and contexts through video clips, which may exist longer in their mindset whenever they come to finish reading skills.

In light of the mentioned benefits of using updated techniques in teaching reading comprehension, the present study aims to examine first-year students's attitudes towards applying video clips to the improvement of their reading skill. Indeed, this method may pave the way for soaring knowledge as well as the motivation in learning and teaching not only reading skills but also all English generally. Thus, the students can reach their learning outcomes all term long learning and practicing.

## **2. Theoretical basis**

This paper looks at the characteristics of reading, the students' preferences for using videos in the enhancement of their reading competencies, and how videos may possibly be applied as a pedagogical tool to the students' reading improvement. Mirvan (2013) affirms that teachers have a preference for employing videos in language teaching since it enhances learners' motivations and enables them to experience the language. Moreover, students also believe that employing videos in language acquisition is interesting, engaging, and encouraging. According to Bajrami and Ismaili (2016), videos of various types have the potential to encourage students to improve their language skills since they will try and make an effort to have a thorough knowledge of content that they are eager to access online. Styati (2016) indicates that video materials have a positive contribution to language acquisition as long as the teachers know how to make use of it effectively. Therefore, employing suitable video materials for teaching not only facilitates the students' language acquisition but also enables them to be exposed to the target language culture with native speakers of English. Besides, implementing videos not only improves the learners' language skills, including reading skills, but also enhances their language fluency.

It is commonly believed that reading can be defined as the process of looking at and fully comprehending the meaning of a context (Cobb, 2007). Reading is a highly interactive phenomenon. This interaction occurs via the activity of reading, which is itself a complex interplay between the identification of meaning from the level of word upwards and increasing background knowledge. Basically, reading is about developing ways of seeing through texts and the descriptions of cultures. Furthermore, reading texts is, therefore, always a mixture between words and words in a new reading situation (Cobb, 2008). As a result, it enables the learners to become aware of how reading skills could be used purposefully, actively, and critically. Therefore, teachers give more priority to the reading skill for the learners in improving this essential skill. Besides, reading requires one to know how deeply to study material written by a particular author. The other skill of reading is the skimming process, which occurs when the reader needs the shallowest

knowledge of a particular subject or piece of writing. This is extremely crucial as it enables one not to go into details but to get the surface information that will be able to give only an idea of what is involved in the text. For instance, one can only read the chapter headings, introductions, and summaries of a particular text. This means that when a student reads the introduction of a book will be able to understand the heading as well as the hold heading (Furukawa, Kanda, Komatsu, Hatanaka, & Nishizawa, 2005). It is unambiguous that boosting reading skills may lead to an overall comprehensive level of the learners.

Another intriguing point in terms of reading skills is the differences between active reading as well as passive one. In specific situations in, it will help both teachers and the students save time when coming to various reading contexts. Based on effective techniques, the learners can grip the content and get through this reading task faster. Gradually, they can establish a reading taste in which they are able to control the vocabulary, time as well as skill to complete their mission as soon as possible with more accurate results (Cobb, 2007). Hence, if the teacher can apply the compatible method to enhance the students' strength in dealing with reading skills then this skill can assist in mastering academic reading in the long run.

### ***2.1. Related studies about reading skill***

As a matter of fact, the method of applying video clips can be beneficial in boosting the learners, reading competence. There are several examples of techniques that are relevant to active reading effectively in the everyday learning experience (Furukawa et al., 2005). An outstanding illustration is that the skill of active reading is concerned with the process of underlining or highlighting keywords and phrases of text during reading time. Also, this is vital in the sense that it enables the reader to re-visit the text to take notes, or to research an assignment question. Another concrete illustration is finding out what reading aspect improves the students' reading comprehension better between implementing schema activation strategy and graphic organizers (Draper, 2012). Furthermore, psychologists, linguists and educators have been divided in their views regarding how a young learner understands a text (Hoque, 2013). Moreover, reading is the process of jotting down examples and other relevant information, which can depend on the knowledge of the readers; if the readers apply a helpful method, then they can get through the reading tasks on time. According to Cobb (2008) active reading may lead to an outstanding memory when students come to take notes or summarize the main idea of a whole paragraph. Also, this is vital to enable the learners to be effective in terms of reading and memorizing the primary points or concepts that are selected, collected, and included on the index cards. This process paves the way for the students to enhance their general reading skills, which involves skimming through the chapter headings and titles of the material in order to formulate questions to guide the reading process. Besides, scanning is upgraded by various types of tasks such as filling in the blank, answering questions or true, false, not given, and so on. Therefore, reading is a vital activity in the sense that the understanding of the various skills and their relationship enhances the ability to apply and comprehend various texts or materials. It enables one to engage or get involved in the material through previewing, reading, and reviewing.

### ***2.2. Benefits of using video clips in developing reading skills***

The past thirty years have seen increasingly rapid advances in the field of technology and multimedia. Therefore, there has been an increasing interest in employing electronic media, including video clips, in improving and renovating language teaching methods and approaches. Factors thought to be influencing learning and teaching by making use of videos have been

explored in several studies. Video clips are considered not only a means of entertainment but also a useful tool for developing learner's reading skill with an increasing integration into reading tasks, assignments and homework (Lin, Lee, & Robertson, 2011). In the same vein, employing video clips provides learners with opportunities to develop in-depth learning because video clips contain a combination of learning data consisting of sound, movement, and information (Greenberg & Zanetis, 2012). It is universally that in the 4.0 technology era, the teacher needs to select, apply as well as assess the new method in order to train the students effectively. When it comes to reading skills, the teacher may take video clips to the lesson plan, which can give the students a better way to boost their general reading skills. Utilizing video clips in teaching English as a Foreign Language (EFL) or English as a Second Language (ESL) reading comprehension is considered Cognitive Reading Strategies, which is defined by Zhang and Guo (2020, p. 111), "In reading, cognitive strategies are directly related to the target language and world of knowledge of the learners, which allow them to construct meaning from text and to perform the given task." According to Semtin and Maniam (2015), cognitive strategies in reading include Memory Strategies or Multimedia learning, which aim to assist learners' reading comprehension by visualizing the reading information. Preliminary work on multimedia learning was undertaken by Mayer (2001), who states that the rationale of this strategy is that employing both words and pictures fosters learning more than words only. Words (written and spoken words) and pictures (dynamic graphics, animations, video clips) are considered a means of communication whose design is guided by multimedia learning with the aim of enhancing human learning. Likewise, Ljubojevic, Vaskovic, and Starcevic (2013) hold the view that the cognitive theory of multimedia learning lays the basis for the utilization of multimedia content.

Ismaili (2013) states that movies attract students' attention and present language in a more natural way than found in course-books. What is more crucial is that movies offer visual context aids that help students understand and improve their learning skills. Besides, according to Towndrow and Tan (2009), using videos allows learners to capture real events and analyze details by unlimited views. Sharing their views, Zhang, Zhou, Briggs, and Nunamaker (2006) assert that implementing videos assists students in both learning in depth and simulating events, objects, and movements through observations. Similarly, prior to the study of Mayer (2001), the role of video clips in a reading environment was to visualize and broaden the student's experience. It is ambiguous whether the computer or video applied in the lesson can strengthen students' reading skills specifically (Marzban, 2010). Besides, films are usually seen as a media that attracts students' attention presenting language in a more interactive way than that of a traditional book. What is more significant here is that films offer visual context aids that help students understand and improve their reading skills (Mirvan, 2013). A later study examining the effects of videos on student's reading comprehension conducted by Lin, Robertson, and Lee (2009) found that the students exposed to the video clips fulfilled the reading tasks better than ones with traditional method. Additionally, Lin et al. (2011) study also found that with the utilization of video clips in reading tasks, learners concentrated more on reading tasks. Likewise, Greenberg and Zanetis's (2012) study comparing using video clips with the traditional method concludes that learners have more advantages in video-based learning. Adopting a similar position, Mayer (2001) maintains that utilizing multimedia in classrooms not only arouses student's interest but also enhances their motivation. Similarly, in research exploring the effectiveness of videos on students' motivation and satisfaction, Hsin and Cigas (2013) found that the implementation of short videos in teaching increased the students' level of engagement. Sharing Hsin and Cigas's (2013) viewpoints, Steffes and Duverger (2012) assert that employing supplementary videos for warm-up activities during

class time makes students more excited. Likewise, Garner (2008) indicated that video clips are an effective teaching and learning tool for getting students involved in verbal and visual intelligence, but the researcher also stresses the useful role of videos in engaging learner's autonomy. This view is supported by Ruiji (2012) when he emphasizes that videos play a crucial role in increasing the self-learning process. To further investigate its roles in education, Bravo, Amante, Simo, Enache, and Fernandez (2011) exploited educational videos on Youtube, and they found that the learners held positive views towards the use of videos in learning since they believed that video-assisted learning could enhance their autonomy. In a study that set out to examine the effects of exploiting videos as an educational tool, Ljubojevic et al. (2013) found that embedding supplementary videos had a positive impact on increasing learner's engagement and enhancing their motivation. Additionally, they also reported that by inserting educational videos in the lectures, the students' learning efficiency improved. Draper (2012) highlights that visualization plays a crucial role in the reading process as visual aids facilitate proficient readers to get details of the reading text, interpret and memorize the reading text, and engage them increasingly. In Ismaili's (2013) study, it was noticed that when teachers asked the EFL students to spend a fixed amount of time completing the reading tasks after reading the whole text on their own, and then the teachers corrected the tasks, the students tended to be demotivated and bored with the dull learning atmosphere. What is interesting in his study is that even though the post-reading tasks, including speaking activities (discussing in groups), were added to the reading lesson, the students still showed little interest in participating in the discussion. The results of the study present that most teachers agree that movies, especially videos from Youtube channels should be integrated into teaching as they believe inserting videos into in-class reading time improves the students' speaking skills. Moreover, as for the students' perceptions, they hold positive attitudes towards the implementation of videos in the classroom because they are more motivated and engaging in classroom activities. They also had a strong belief that watching videos enhances their vocabulary retention. Hence, the usefulness of video clips in teaching as well as learning reading skills is undeniable. That is the main aim of this paper conducted on the freshmen's reading skills in a 2-month course.

### ***2.3. Applying video clips to English-majored freshmen's reading skills development at ABC University***

The Reading 1 Module at ABC University aims to develop first year students' reading skills at the level of A2+ based on the CEFR levels of English proficiency. The 2-credit course lasted for 10 weeks, covering eight units from the compiled academic reading course books that were selected by the Department of Foreign Languages, namely, the series Reading Explorer and Inside Reading. One of the major advantages of the Reading Explorer series is that it provides the learners with a number of video clips that are relevant to the course and the unit contents and a variety of reading tasks after watching the videos at the end of each unit. Besides the reading skill, by completing these tasks, students are able to improve their listening comprehension and vocabulary retention while watching the videos. This also enables the teachers to create more interesting and motivational group activities for their students to enhance their level of engagement and autonomy.

### ***2.4. Research question***

The aim of this study is to attempt to shine new light on investigating the effectiveness of to develop their English reading skill at ABC University in Vietnam. This study aims to address the following question:

1. What are the English-majored freshmen's attitudes towards using video clips in reading classes?

### **3. Methodology**

#### **3.1. Setting and participants**

In order to collect data for the study, fifty English-majored students studying the Reading 1 Module at one of the private universities in Vietnam, ABC University, were invited to participate in an online survey. The students who were aged between 18 and 20 had finished the 10-week Reading 1 course. The students, including 35 female students and 15 male students, responded to the online questionnaire on the basis of volunteering. The participants were encouraged to take part in the online survey so that they had an opportunity to express their views towards employing video clips to develop their reading skills. They completed the online questionnaire via an official link sent by the researchers to their emails. They were allowed to be anonymous to give their answers. Besides, the responders were clearly informed about the confidentiality of their answers via the questionnaire. The numerical collected data was solely used for conducting this research and was put in the SPSS software for statistical analysis.

#### **3.2. Instruments and procedures**

A survey approach was employed in this study since an online survey allows researchers to collect a large amount of data in a short period of time with a limited budget (Nayak & Narayan, 2015; Wright, 2015). In most recent studies, the students' attitudes toward using videos to improve their reading competencies have been explored by conducting a survey approach. The data from this study was collected from the online questionnaires that the participants completed after finishing the Reading 1 course. The design of the questionnaire was adapted from Balbay and Kilis's (2017) study on examining the effects of videos on students' academic speaking skills. As for research ethics, in order to obtain Balbay and Kilis's (2017) permission to use the proponents of their research questionnaire, the researchers sent an email to them to seek their permission, and got their response that allowed the researchers to employ it for conducting this academic research. The questionnaire was designed based on 5-Likert scale, ranging from 'Strongly disagree-1 point' to 'Strongly agree - 5 points'. According to Hartley (2014), one advantage of Likert scale is that it suits the research with large sample sizes since it increases the findings' validity. The higher the scores were, the more positive attitudes the responders' held towards implementing videos in developing their reading skills. To examine the participants' views on using videos in Reading 1 classes, the researchers attempted to explore the effects of videos on not only reading skills, but also other skills like listening comprehension, communication, group work, and even motivation. Specifically, the questionnaire consisted of 12 items in which Items 1 - 3 explored the students' interests in using videos, Items 4 - 7 examined the effectiveness of videos on enhancing the participants' engagement and attention in class activities, Items 8 - 9 investigated whether video clips assisted the students' reading comprehension and vocabulary retention, and Items 10 - 12 measured the responders' views on the effects of videos on their listening comprehension and speaking skills. To avoid the problems of misunderstanding from the participants, the online questionnaire was translated into Vietnamese.

#### **3.3. Data collection and analysis**

The researchers conducting this study must respect the following principles:

Before inviting the students to participate in the study, the researchers clearly informed the students about the purposes of conducting it. All participants took part in the research on the basis of voluntarily. Additionally, they were able to give the answers anonymously. The data collected from the online survey only served for the purpose of implementing this research.

Major data for this research was collected from the following sources:

A vast range of studies make full use of video clips to boost the overall learning skills of the learners. Theories of applying video clips were developed for language acquisition. English-majored freshmen's perceptions on employing video clips in absorbing reading skills. This study employed the quantitative approach to collect quantitative data from the participants. The study adopted a survey design of quantitative research since it provides descriptions of individual's perceptions and attitudes.

Additionally, it helps the researcher to find out the relationships between variables, namely, the relationships between video clips as well as the ESL learners' reading competencies. For quantitative data collection, this study mainly relied on the online questionnaires delivered to the English-majored first-year students who took part in the reading course.

One of the most recent studies, Alwehaibi (2015) expresses the strength of applying video clips in order to enhance the learners' perceptions. Another outstanding paper regarding using video clips focuses more on the effectiveness of learning as well as teaching with video clips day by day (Duffy, 2008). Furthermore, Styati (2016) states the sufficiency of video clips in improving the learners' attitudes and learning outcomes eventually.

The closed-ended questionnaire was adapted from Balbay and Kilis (2017) study on the students' opinions on the effectiveness of video clips in reading. The questionnaire consisting of 12 items was divided into three categories with the main target of collecting data regarding the learners' attitudes towards the implementation of video clips (Item 1 - 4), the effects of applying video clips in learning reading skills (Item 5 - 8), and the overall learning performance using video clip (Item 9 - 12). The items from the aforementioned questionnaire were built on the 5 Likert scales (1: strongly disagree, 2: disagree, 3: neutral, 4: agree, and 5: strongly agree). The benefit of using Likert-scales is that it is useful for research with large sample sizes simply because it enhances the validity of findings (Yang, 2012). The questionnaire was designed and translated into the Vietnamese language in order to avoid misunderstanding for the responders.

This study selectively adopted the Likert questions from the previous study conducted by Balbay and Kilis (2017); however, they were adapted for the context of implementing the research in teaching and learning English listening for English-majored students at a university in Vietnam.

The analysis for collected data followed the below stages:

Stage 1: The collected data from the online survey, which was calculated and quantitatively analyzed by SPSS Software, will be presented in Table 1.

Stage 2: The researchers examined the effects of using video clips on boosting the English-majored freshmen's reading competencies.

Stage 3: The analysis of the collected data was examined, compared, and related to the literature review.

The collected data was confidential and solely served for the purpose of conducting this study. Access to the collected data was restricted to the researchers named in this research.

## **4. Result and discussion**

### **4.1. Result**

#### *4.1.1. Table*

As Table 1 indicates, the overall response to the questionnaire was very positive. What can be observed from the collected questionnaires states that the majority of the research participants held positive attitudes towards the use of video clips to acquire English reading skill. What is intriguing in this table is the high rate of students' interest in employing such compatible clips in the course of reading, with over half of the responders (50 students) totally concurring that the lesson objectives were unambiguous. Furthermore, all of the respondents agreed that the combination of video clips and activities and related topics aroused their interest in learning reading. Furthermore, all of the respondents who responded to Item 1 to 4 agreed that the suitable video clips pave the way for their attention level in the interesting atmosphere at reading time. In terms of the effectiveness of implementing the video clips' proficiency, about 90% of the participants indicated that video clips assisted them to have more concentration on building their reading skills, while the minority of them (10%) held neither positive nor negative attitudes towards it. Interestingly, of 50 respondents who completed the questionnaire, three-fourths of them (75%) totally agreed that by using video clips, their reading competences improved at the end of the course. Meanwhile, a quarter of them also leaned towards deploying this method to acquire their skills. None of those who responded to the questionnaire reported that video clips did not have any outstanding effects on their listening competencies. Furthermore, when the learners were asked whether it was possible for them to be independent in their learning progress by using video clips, the overall response for this item was very positive, with 60% (30 students) and 40% (20 students) of the participants expressing the belief that reading lessons and quizzes increased their autonomy in acquiring the skill.

The most striking result to emerge from the data is that regarding comprehension of the lesson, most of those surveyed indicated that the assistance provided for students by the video clips is somewhat effective. The students believed that the utilization of video clips related to the unit topic in the coursebook helped them to have more concentration on the lesson and better vocabulary retention. The overall response to these items (Items 9 - 10) was relatively average. As is shown by Table 1, data collected from these items can be compared with the data from the items related to the effectiveness of using video clips on the research participants' English reading abilities, which shows significantly higher scores. From the data that had been collected from 50 individuals, the majority of them commented that the video clips can support enough in their learning progress for other skills, namely presentation skills or communication skills.

Additionally, there are several improvements in their learning process, which can be witnessed through the Mean ranges from 4.0 to 4.9. The higher the mean score is, the more positive attitudes the students have for each item. The Mean also displays the reading performance based on video clips are enhanced. With the answer scale between 1 and 5, the learners may find it such an intriguing experience while watching video clips in reading time that can be proved by the specific figures, namely 4.5, 4.7, or 4.8. Hence, these inevitable matters can make the freshmen at ABC University make out day by day in learning their reading skills.

**Table 1**

Students' experiences and opinions about the use of video clips in reading classes

<b>Likert-type items</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>SD</b>
1. Discussing by watching videos made class more interesting.	50	1	5	4.8	4.29
2. The videos used were relevant to the content of each unit in the reading course.	50	1	5	4.9	4.38
3. Using video clips in class had been more effective than solely looking at slides.	50	1	5	4.7	4.20
4. Watching video clips during the lessons maintained my attention level.	50	1	5	4.8	4.29
5. The videos used in class increased my learning motivation.	50	1	5	4.4	3.95
6. The videos used in class encouraged me to engage in reading activities.	50	1	5	4.2	3.74
7. The videos in class motivated me to look for more information related to the course content.	50	1	5	4.3	3.85
8. Using videos relevant to the course content increased my vocabulary retention.	50	1	5	4.8	4.29
9. Using videos increased my reading comprehension of the lesson content.	50	1	5	4.4	3.90
10. Videos used in class had beneficial effects on developing my presentation skills.	50	1	5	4.7	4.20
11. Videos are also a good source for practicing listening comprehension.	50	1	5	4.5	4.00
12. The videos used in class helped me improve my pronunciation and intonation.	50	1	5	4.0	3.52
<b>Valid N (list wise)</b>	50				

#### **4.2. Discussion**

As a whole, these figures are represented in Table 1 in order to illustrate the positive impacts of video clips on their learning outcome, especially in reading comprehension. Indeed, video clips do play an extremely integral role in upgrading as well as inspiring the learners' reading attitudes together with improvements. The use of video clips makes learners focus more on the lesson and improves not only reading skills but also listening and speaking skills. Moreover, video clips make the reading classes more interesting; therefore, students are motivated to study and get involved in the in-class reading activities. Thus, the teacher can make the most of video clips in researching as well as giving assistance to the learners so that they not only apply widely a significantly essential system in teaching methodology but also support dramatically for the students' learning process. As a whole, these results indicate that frequently applying video clips

in teaching as well as learning reading may assist to both teachers and learners in reaching their learning strategies. In a study examining its effects on learning, Pekdağ (2010) highlighted that the implementation of video clips is fruitful in teaching as well as learning in three aspects, namely, cognitive load (processing and recalling information), motivation, and stimulating experience. Similarly, the impact of video clips is recognized by both teachers and students in the combination of learning resources and instructional strategies (Moreira & Nejmeddine, 2015).

From the participants' responses, the large standard deviation reflects that there is a variation from the subjects of this study since the students participating in the research have various learning styles and study habits. Additionally, the classes are mixed-ability, and the students have different academic performance. As for students with stronger abilities, it was not difficult for them to understand the content of the videos. However, although the less advanced students believe that videos motivate them and make the lessons interesting,

In relation to the questions as well as the responses of the participants in Table 1, the average figures take place considerably in range 3 to 5. This would mean that, in general, most of the learners value the supportive assistance from the video clips, which they can boost their reading skills step by step. In terms of the lesson, a quite range of students may find it relevant as well as comprehensive when coming to vocabulary or lesson content. Additionally, one of the most essential aspects regarding video clips is the practical values as well as the reading activities; according to the questionnaire, the freshmen at ABC University are so keen on enjoying video clips, which are usable for them to revise or do self-assessment after each specific topic. Intriguingly, the majority of learners offer that their relevant new words, reading activities, or reading competence can be enhanced little by little throughout the course, which can be witnessed in the number of responding participants in the questionnaire. Thereby, the questions in the questionnaire may pave the way for figuring out the attitudes combined with the strengths of the video clips when coming to learning reading skills.

These results are in line with those of previous studies. This finding is consistent with that of Styati (2016), who asserts that video clips are effective in improving the learners' learning outcomes and motivating them. This also accords with previous studies. Consistent with the literature, this research found that participants who reported the utilization of videos in teaching reading enhanced their level of attention to the lessons since they engaged more in classroom activities. Besides, the results are in agreement with Ismaili's (2013) findings which showed that students believed that watching videos not only made the lessons more effective and interesting, but it also assisted them in maximizing their vocabulary retention. Hence, the results in this study agree with the findings of the aforementioned studies, in which making use of videos as a pedagogical tool in teaching reading benefits learners in various ways since it raises the learners' level of attention, improves their learning attitudes, makes the lesson fruitful, facilitates their vocabulary retention and helps them to develop not only reading skill but also other skills like listening, speaking, and pronunciation competence.

## **5. Conclusions & recommendations**

It is obvious that using videos for teaching reading skills not only assists students in improving their reading competencies but also improves their concentration on the lesson as well as increases their learning motivation, and enhances the other related skills, namely, speaking skill and listening skills. Nonetheless, apart from the merits of using video clips in teaching and learning reading skills, there is a diverse mixture of shortcomings that cannot be ignored.

One of the inevitable negative features of video clips is that it is inadequate relevant sources to select and provide suitable lessons to the students. Another unfavorable aspect form is that video clips are inconsistent with the provided topics, and the choosing process may mix up both teachers and students. Moreover, this process may be time-consuming for learning and teaching. More seriously, several pupils find it extremely relaxing whenever they come to video clips; they just focus on enjoying this clip rather than taking notes or memorizing the useful lesson from that clip. In that case, the teachers need to go hand in hand to address these repetitive issues immediately which can reverse the situation as well as transfer these insufficient learners into more proficient ones.

Thereby, using video clips in teaching and learning reading skills is a feasible method for both teachers and learners; however, the inevitable matters should be speculated beforehand, which can lessen the unexpected circumstances that took place during the whole learning period. If the teachers can be fully comprehensive in using video clips and be able to get through them, the learners may keep pace with this beneficial methodology.

Hopefully, in the foreseeable future, the more effective methods applied in teaching English skills, the higher positive attitudes the learners can express, which will be more usable as well as sustainable for the research prospects.

## ACKNOWLEDGEMENTS

We would like to show our gratitude to the Editorial Board of the 2022 Open TESOL Conference for comments that greatly improved the manuscript. We would also like to express our thanks to the reviewers for their insights.

I am immensely grateful to my co-author – my sister, for her continuous assistance, comments, and wisdom. I know that whatever I do, she will still be there. Without her, I could not make my dream come true.

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